

English sample Stage 3 scope and sequence (with integrated approach to PDHPE, Science and Technology and History outcomes)

Term 1	Relationships	Language focus
Duration	Term 1 (1–10 weeks) 5–7 hours per week	
Unit/Topic	<p>This unit focuses on the power of friendships, the importance of networks of friends, anti-bullying behaviours, stereotypes and prejudices through a variety of imaginative, informative and persuasive texts beginning with the focus text, <i>Hating Alison Ashley</i>, by Robin Klein (book or script). In addition, students read, view and respond to a variety of spoken, print and digital texts that build their field of understanding on the topic and investigate how text structures and language features work together to communicate ideas. They experiment with these techniques in their own compositions about relationships. Students identify features of texts that convey information about stereotypes, explore the social and ethical dilemmas encountered in these texts and discuss aspects of experience that are common as well as recognising difference.</p> <p>Text: <i>Hating Alison Ashley</i> by Robin Klein.</p> <p>Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.</p>	<ul style="list-style-type: none"> • Use of first- and third-person narration • Evaluative language, including emotive language and modality • Possessives, including the apostrophe • Irony and humour • Idiom appropriate to context <p><i>Learning activities related to spelling strategies, vocabulary acquisition, handwriting and specific skills and strategies related to reading and comprehension are ongoing</i></p>
Outcomes	English EN3-2A, EN3-3A, EN3-5B, EN3-6B, EN3-7C, EN3-8D, EN3-9E. PDHPE COS3.3, INS3.3, GDS3.9, IRS3.11, SLS3.13	
Term 2	Survival in our world	Language focus
Duration	Term 2 (1–10 weeks) 5–7 hours per week	
Unit/Topic	<p>Students read the picture book, <i>Where the Forest Meets the Sea</i>, by Jeannie Baker and identify and discuss the environmental issues presented in the text. They also read/view a variety of other texts about these issues, assess the reliability of these sources and analyse how they are presented. Students compose imaginative and persuasive texts about aspects of sustainability. Students identify features of their local environment and how these affect living things. In small groups they design a plan or model for a built environment that meets the needs of users and incorporates sustainable environmental practices. They present their findings using a multimodal presentation and reflect on their own learning achievements.</p> <p>Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.</p>	<ul style="list-style-type: none"> • Topic sentences • Complex sentences • Main and subordinate clauses • Connectives to show cause and effect • Objective and subjective language • Commas to separate clauses <p><i>Learning activities related to spelling strategies, vocabulary acquisition, handwriting and specific skills and strategies related to reading and comprehension are ongoing</i></p>
Outcomes	English EN3-1A, EN3-2A, EN3-3A, EN3-5B, EN3-6B, EN3-7C, EN3-8D, EN3-9E. Science and Technology ST3-2VA, ST3-4WS, ST3-5WT, ST3-11LW, ST3-14BE	
Term 3	Australia grows to nationhood	Language focus
Duration	Term 3 (1–10 weeks) 5–7 hours per week	
Unit/Topic	<p>Students read or view <i>My Place</i> by Nadia Wheatley and discuss how Australia developed and changed as a society. They identify and analyse the features of the text that represent these ideas. Students read, view, discuss and compose a variety of texts that explore how Australia developed and changed as a society. They compare the different ways these texts represent ideas and events. Aspects of Australian human rights, such as those affecting Aboriginal and Torres Strait Islander peoples (the Stolen Generations), migrant people, women and children (eg Australian Democracy) can be explored in this unit through a variety of different types of texts.</p> <p>Texts: <i>A Banner Bold: The Diary of Rosie Aarons</i> by Nadia Wheatley and <i>Picture Australia</i> from the Trove website.</p> <p>Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.</p>	<ul style="list-style-type: none"> • Noun groups/phrases • Adjectives groups/phrases • Connectives to indicate time • Verb groups • Active and passive voice, including nominalisation • Emotive language • Evaluative language <p><i>Learning activities related to spelling strategies, vocabulary acquisition, handwriting and specific skills and strategies related to reading and comprehension are ongoing</i></p>
Outcomes	English EN3-1A, EN3-2A, EN3-3A, EN3-4A, EN3-5B, EN3-6B, EN3-7C, EN3-8D, EN3-9E. History HT3-3, HT3-4, HT3-5	
Term 4	Global connections	Language focus
Duration	Term 4 (1–10 weeks) 5–7 hours per week	
Unit/Topic	<p>Using the text <i>Japan Diary</i> by Trudy White, students analyse how two different cultures (Australia and Japan) are represented. Students read and/or view a variety of other publications of various organisations working in the area of social justice with groups such as children and refugees, eg UNICEF and World Vision and interpret, analyse and compare the information and ideas and the ways they are represented. As students consider the individual and national responsibilities of global citizens of the 21st century they compose a variety of texts, including a persuasive piece such as a speech, magazine article or letter that focuses on facilitating equity and justice for others through personal choices and actions.</p> <p>Texts: <i>Japan Diary</i> by Trudy White, <i>Sadako and the Thousand Paper Cranes</i> by Eleanor Coerr, <i>Mao's Last Dancer: Young Readers Edition</i> by Li Cunxin, UNICEF and World Vision publications.</p> <p>Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.</p>	<ul style="list-style-type: none"> • Connectives to indicate condition/concession • Emotive language • Evaluative language • Imagery • Complex sentences <p><i>Learning activities related to spelling strategies, vocabulary acquisition, handwriting and specific skills and strategies related to reading and comprehension are ongoing</i></p>
Outcomes	English EN3-1A EN3-2A, EN3-3A, EN3-4A, EN3-5B, EN3-6B, EN3-7C, EN3-8D EN3-9E	